DOCUMENT RESUME

ED 162 345 CS 204 526

AUTHOR Scheuer, Don; And Others
TITLE K-12 Language Arts Assessment Guide.
INSTITUTION Cherry Creek School District 5, Englewood, Colo.
PUB DATE 77
NOTE 67p.

EDRS PRICE MF-$0.83 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Critical Thinking; *Curriculum Development; Curriculum Guides; *Educational Assessment; Elementary Secondary Education; *English Curriculum; *Language Arts; Listening Skills; Speech Skills; Writing Skills

ABSTRACT

Intended as an aid to language arts curriculum development, the four sections of this guide present, in chart form, a sequential set of learning outcomes and assessment levels for the skills of writing, speaking/listening, critical thinking, and reading. (FL)

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ED162345

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K - 12

LANGUAGE ARTS ASSESSMENT GUIDE

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CHERRY CREEK SCHOOLS

1977

John Bennett
Marcia Kirkley
Kathy Metsch
Don Scheuer

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INTRODUCTION

It starts with you and ends with you. You are a language arts teacher. You share your ideas with others on questions affecting your students. You ask, as others do, the all-important question, "What is to be learned?" This guide is an effort by some of your co-educators to share their ideas on that question with you.

This guide is a sequential set of learning outcomes and assessment levels. The guide is not a curriculum, but may be used as an aid to curriculum development. We define a learning outcome as a statement of demonstrated student performance at the end of a given level, i.e., grades 3, 6, 8, and 12. We emphasize that the outcomes described in this guide are minimal outcomes, and that many building units may identify additional learning outcomes to meet the nature and scope of the individual school's objectives. We also emphasize that, while these outcomes are minimal, our goal is to work toward increasing the percentage of the students who can accomplish these outcomes.

Why learning outcomes? Cherry Creek schools have developed many guides and sets of objectives. In December, 1972, the Board of Education adopted "Goals for Cherry Creek Schools." These were primarily policy goals and stated:

> It shall be the responsibility of the Cherry Creek School District and community to create a flexible learning environment in which opportunities are provided for each student:
>
> — to acquire and develop fundamental skills of mathematics, language arts, sciences and social sciences commensurate with the student's abilities.

to gain the ability to recognize problems and determine solutions logically.

- to explore a career and/or personal fulfillment through training in vocational skills.

- to develop creative talents and to broaden interests in the arts.

Following this came Language Arts in 1973, produced by a K-12 language arts committee. This publication developed the following program goals:

Commensurate with his abilities, the student

- will master communication skills.

- will acquire a sense of aesthetic discrimination in the language arts.

- will become a self-actualizing person.

- will assume responsibility for his continuing development in the language arts.

These were broken down more specifically. For instance the following objectives were identified for the goal, will master communication skills:

Commensurate with his instructional level, the student

- will demonstrate mastery of reading, writing, and study skills.

- will demonstrate mastery of speaking, listening and viewing skills.

will demonstrate mastery in non-verbal communication.

Language Arts also presented models of objectives, strategies, and possible methods of evaluation. This was a descriptive writing that reflected what was happening in the district.

The 1976 interim guide was mandated in Points of Emphasis, an administrative document which identifies a timeline for district program improvement. Points of Emphasis was presented to the Board of Education and ADCO in 1975. The interim guide was the first step in developing a prescriptive language arts guide. And that's when it went back to you. We have depended on you for your input to make the revisions for this guide, recognizing that future printings will be the result of constant feedback and refinement as we rewrite our outcomes.

What levels of outcomes are in this guide? The following illustration identifies the levels of goals, outcomes, and objectives:

PLANNING	**District Goal:**	It shall be the responsibility of the Cherry Creek School District and community to create a flexible learning environment in which opportunities are provided for each student: to acquire and develop fundamental skills of mathematics, language arts, sciences and social sciences commensurate with the student's abilities.	Identified in "Goals for Cherry Creek Schools" 1972
	Program Goal:	Commensurate with his abilities, the student will acquire a sense of aesthetic discrimination in the language arts.	From Language Arts 1973
	Course Outcomes:	The students will interpret and make judgments about a work on the basis of what is found in the work itself.	Interim Language Arts Guide, 1976, page 25
	Instructional Goal:	Students will state the position of a certain author, and will cite textual evidence of that position from his writing.	Identified by individual classroom teacher
ASSESSMENT	**Behavioral Objective:**	Given articles written by a certain author, students will state what they believe to be the author's attitude on a subject, and will identify supporting detail that clearly support their opinions.	Random sampling techniques, based on above planning, to be developed
	Performance Objective:	Given three articles on a subject by a certain author, the students will state what they believe to be the author's attitude toward the subject, and will identify the supporting details that clearly support their opinions.	

This guide contains only the one level identified as "Course Outcomes." This means that at the classroom teacher level the course outcomes need to be translated into instructional objectives and learning experiences. This guide does not extend into this level of planning because we believe that teachers are best able to develop the materials and methods suitable for their students. To this end we expect that teachers at every level and in every team and department will work cooperatively to become aware of the sequence of learning outcomes and to develop instructional goals and learning experiences for the level to which they are contributing.

What about assessment? At the present time we do not have the means to assess all the outcomes presented in this guide. Perhaps our next step is to develop a procedure that will enable us to assess our results at each level, to assess our stated outcomes, to assess our program, and then to repeat the process. Points of Emphasis recognizes this need and calls for a

> Review (of) existing assessment procedures in terms of relevancy to program objectives and (to) develop a process to identify assessment procedures for those outcomes not presently assessed.

It further states that

> Information related to student performance on a districtwide basis will be generated utilizing sampling as a technique.

Further

> What Yet Needs To Be Done?
>
> Provide appropriate sampling techniques and procedures.

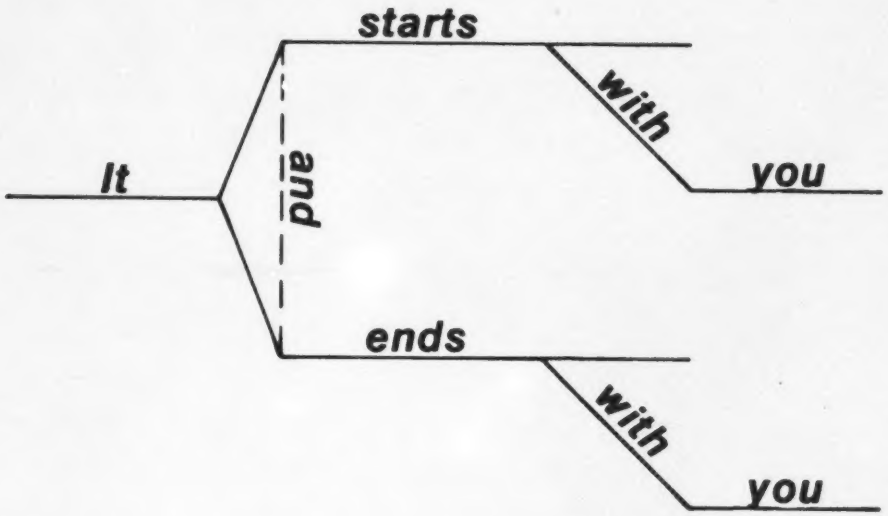
It should be noted here that, while all outcomes in this guide will not be assessed, assessment will be based on these outcomes. Districtwide random sample testing will be the major part of the assessment program. The present district-wide random sample testing of writing abilities at grade levels 6, 8, and 12 will continue and be adapted to the learning outcomes stated in this guide. Similar assessment plans will be based on these outcomes. The results of these assessments may become a part of the district accountability committee's report to the state.

In coordination with the district random sample testing will be the collection of multiple measurement items or models for each level of outcome so that a teacher working toward an outcome could select items which measure its attainment. In addition individual teachers may wish to assess their students informally.

We hope that this guide will help clarify the purposes of education and increase the extent of participation in the educational process for students, teachers, administrators, and the community. This guide also provides a basis for teacher assessment of learning. This must take into account, however, that stated outcomes should never be used to limit the teacher's spontaneous response to opportunities for learning, or be applied to the evaluation of teacher performance. The achievement of learning outcomes and subsequent assessment would be based on many variables, only one of which is quality of instruction. Others would include socio-economic background of students, time spent on the activity, and the working and content of the assessment instrument.

While efforts have been made to produce a comprehensive, realistic, and immediately applicable set of learning outcomes, we know that they must be revised and improved as they are used by teachers. And we know that as they are implemented new outcomes will be called for. Therefore, we must have constant review and revision based on the feedback we receive from those who use this guide.

We hope, then, that you will find this collection valid, complete, and useful. We hope even more that your constructive criticism will help us maintain a dynamic, open system for outcome-based learning and assessment.



NOTES

One of the unique things about language arts is that the student needs just about everything at once when he tackles the writing, speaking/listening, critical thinking, and reading skills needed for effective communication. Even though this guide is divided into separate sections, the teacher will need to examine outcomes in all sections to see which ones can be used concurrently. It should also be noted that the outcomes in the guide are listed under the level at which they can be assessed. The skill may actually be initiated at a previous level but not assessed at that level. After a skill is assessed, the teachers at the following levels may, and in many cases should, reinstruct and continue to develop that skill using more complex and sophisticated materials.

Assessment will occur at the level under which the outcome is listed. For instance, the following diagram has an outcome to be assessed at grade 6, but instruction is done before that time, and instruction for that outcome continues through grade 12.

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
A Organization 1. Sentencing	c. the students will write a complete thought with end punctuation	c. the students will write a complete simple sentence		c. the students will use effectively and correctly a variety of sentence structures in their writing, i.e.: simple compound complex compound/complex

The section on critical thinking deals with skills related to thought processes. The actual use and assessment of the elements of critical thinking cannot be isolated from writing, speaking, and reading.

The section on reading applies to all students. Remedial reading is a separate program not included in this guide.

Numerous items are marked with an asterisk (*) to indicate they are outcomes that did not appear in all language arts guides or course descriptions received from schools throughout the district. The committee felt, however, these items should be included in the guide and become the basis for curriculum development.

I

WRITING

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at Grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
A. Organization 1. Sentencing	a. the students will identify a complete thought by end punctuation	a. the students will identify types of sentences, i.e.: questions statement command exclamation	a. the students will identify types of sentences by name, i.e.: declarative imperative interrogative exclamatory simple compound	a. the students will identify sentences as complex compound/ complex
	b. the students will identify a group of words as a complete thought	b. the students will identify complete sentences vs. phrases	b. the students will identify complete sentences vs. fragments and run-ons	
	c. the students will write a complete thought with end punctuation	c. the students will write a complete simple sentence		c. the students will use effectively and correctly a variety of sentence structures in their writing, ie: simple compound complex compound/complex
2. Paragraphing	a. the students will identify a paragraph by form	a. the students will identify the main idea in a paragraph	a. the students will identify the main idea and supporting details as a unified paragraph	a. the students will identify types of paragraph development e.g.: illustration definition
	b. the students will write sentences about a given topic			example comparison/contrast description facts opinion
	b. the students will write sentences about a given topic	b. the students will compose and arrange sentences in paragraph form	b. the students will write a paragraph to support a topic sentence	b. the students will write a unified coherent paragraph

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(A. Organization) 2. Paragraphing (cont'd.)			c. the students will develop paragraphs appropriate for their purpose, i.e.: descriptive narrative	c. the students will develop paragraphs appropriate for their purposes, i.e.: analytical expository
				d. the students will develop paragraphing using supporting details, e.g,: illustrations definitions examples comparison/contrasts descriptions facts opinions
3. Composing	a. the students will sequence events in a simple story of a few sentences	a. the students will organize their writing to include a beginning, middle, and an end	a. the students will identify major divisions of a written work, i.e.: introduction body conclusion	a. the students will write a unified work composed of an introduction, body, and conclusion
				b. the students will use effective organizational sentences, and paragraphs, e.g.: transitional thesis

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(A. Organization) 4. Research	a. the students will use alphabetizing skills to find words and their meanings in a beginning dictionary	a. the students will use the dictionary to locate information, i.e.: guide words multiple meanings entry words pronunciations accents synonyms antonyms	a. the students will use the dictionary to locate information, i.e.: syllables usage parts of speech	
	b. the students will identify table of contents. title page, and glossary in textbooks	b. the students will use title page, table of contents, index, and glossary in textbooks and encyclopedias		
	c. the students will know the card catalog is a list of all the materials in the media center	c. the students will effectively use the card catalog	c. the students will demonstrate effective use of the Reader's Guide	c. the students will use library resources appropriate to their needs, e.g.: vertical file reference books Reader's Guide
		d. the students will identify main ideas in written sources	d. the students will appropriately take notes from sources, i.e.: paraphrases main ideas accurate quotations	d. the students will take notes that accurately represent the content of of written information
5. Outlining			the students will develop a working topic outline in preparation for their writing	the students will develop a working outline and a final outline (topic or sentence) relative to their written work

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
B. Content 1. Vocabulary	a. the students will use a variety of descriptive words in their writing	a. the students will appropriately use a variety of descriptive words in their writing		a. the students will purposefully use connotative and denotative language in their writing
			b. the students will use vocabulary appropriate to the context	b. the students will use vocabulary appropriate to the style and purpose of their writing
2. Style	a. the student will express thoughts, feelings, ideas, and descriptions in writing	a. the students will develop in detail thoughts, feelings, ideas and descriptions, in writing		a. the students will effectively develop and express their thoughts, feelings, ideas and descriptions in writing
				b. the students will identify and use figures of speech, i.e.: metaphor simile personification ailiteration onomatopoeia
				c. the students will use a variety of techniques in their writing, e.g.: point of view imagery

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
3. Supporting Ideas	a. the students will use information from other sources, i.e.: other students library texts references maps and charts TV and film	a. the students will note specific sources of their information i.e.: other students library texts references maps and charts TV and film speakers	a. the students will identify and select information to support their ideas	
				b. the students will use appropriate supporting information without plagiarizing
			c. the student will use paraphrasing	c. the students will accurately utilize researched information in their written work
4. Types of Writing	a. the students will write: letters invitations journals poetry short stories	a. the student will purposefully write: letters invitations journals poetry short stories personal essays reports (scholastic)	a. the students will identify and use appropriate writing for a variety of purposes, i.e.: essay test answers reports	a. the students will identify and use appropriate writing for a variety of purposes, i.e.: business/vocational, e.g.: applications business letters resumes reports scholastic, e.g.: essays research papers poetry narration description

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
C. Mechanics 1. Handwriting	a. the students will write manuscript using correct letter and numeral form, spacing, and neatness			
		b. the students will write cursive letters using correct form, spacing and neatness		
2. Proofreading		a. the students will proof-read their writing at this level for form, spelling and neatness	a. the students will proof-read their writing at this level for form, spelling, and neatness	a. the students will proof-read, edit, and revise their writing
	b. the students will know correct formation of cursive letters			
3. Spelling	a. the students will spell words phonetically and spell sight words	a. the students will spell words using common letter patterns, e.g.: ain ane; and structural analysis e.g.: prefix suffix root word	a. the students will know and use dictionaries as the most comprehensive and authoritative source for correct spelling	a. the students will use dictionaries without assistance to help them spell words correctly
		b. the students will spell the Dolch 220 vocabulary or corresponding word list		
			c. the students will use correct syllabification in their writing	

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(C. Mechanics) 3. Spelling (Cont'd.)		d. the students will correct misspelled words in their writing		
4. Grammar and Usage		*a. the students will identify nouns, verbs, adjectives and pronouns	a. the students will identify the eight parts of speech as they are used in sentences	a. the students will identify the various structures within sentences, e.g.: clauses phrases sentence patterns
			b. the students will identify subject and predicate structure	
		*c. the students will identify simple subject and verb agreement	c. the students will write simple sentences with subject-verb agreement	
		*d. the students will identify commonly use used verb forms	d. the students will use correct verb tenses	d. the students will use correct verb forms
				e. the students will write structurally correct sentences
	f. the students will use capitalization, i.e.: beginning of a sentence the word I proper names	f. the students will use correct capitalization, i.e.: days of the week months of the year geographical locations titles initials	f. the students will use correct capitalization i.e.: first word in a quotation proper names titles of people titles of works holidays	f. the students will capitalize correctly in their writing

I. WRITING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 6	Assessed at grade 12
(C. Mechanics) 4. Grammar and Usage (cont'd.)		g. the students will use apostrophes correctly in contractions		
		h. the students will correctly use commas, i.e.: dates parts of a letter addresses geographical locations		
	i. the students will identify quotation marks			
	j. the students will end a complete thought using a period, question mark, or an exclamation point	j. the students will use a period after abbreviations	j. the students will identify correct punctuation, e.g.: apostrophes quotation marks commas in a series	j. the students will punctuate correctly in their writing
5. Form	a. the students will write friendly letters using a simple form	a. the students will write a friendly letter, a thank you note, an invitation, and an address on an envelope	a. the students will correctly use prescribed standard reporting skills, e.g.: title page footnotes bibliography page quoted information	a. the students will use a consistent, standard format throughout their research paper
	b. the students will write a simple rhyming verse	b. the students will write poetry using several forms, e.g.: haiku limericks jingles free verse		b. the students will use appropriate forms in their writing, e.g.: business letters resumes essays

II

SPEAKING/LISTENING

II. SPEAKING/LISTENING PROGRAM	LEARNING OUTCOMES			
	Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
A. Organization 1. Preparation	a. the students will know that their interests and experiences can be interesting to others	a. the students will select a topic that is of interest to both the speaker and the audience	a. the students will select material that is meaningful to their audience	a. the students will adjust their topics and material for their audience
		b. the students will plan an oral presentation in a sequence that is meaningful to their audience	b. the students will develop an oral presentation with an introduction, body, and conclusion	b. the students will develop an oral presentation using effective organizational techniques, e.g.: cause/effect problem/solution spatial
	c. the students will state the information they hope to gain by listening to a particular presentation		c. the students will listen with an identified purpose	c. the students will identify specific information appropriate to the topic and/or speaker, e.g.: prepares questions becomes informed
2. Participation	a. the students will contribute constructively to a class discussion	a. the students will contribute constructively to a class discussion giving supporting ideas for their statements	a. the students will participate effectively in group discussion by being tactful and making comments of consequence	a. the students will use appropriate information e.g.: questions contributions in response to the person or groups speaking
		b. the students will present an oral presentation in a sequence that is meaningful to their audience	b. the students will use an introduction, body, and conclusion in an oral presentation that is meaningful to their audience	b. the students will use effective organizational techniques, e.g.: cause/effect problem/solution spatial in an oral presentation that is meaningful to their audience

II. SPEAKING/LISTENING PROGRAM	LEARNING OUTCOMES			
	Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
3. Audience Skills	a. the students will focus their attention on the presentation			
	b. students will respond to simple two to four step directions	b. the students will listen purposefully for instructions, main ideas, supporting ideas, and personal reactions	b. the students will adjust their listening for a specific purpose, e.g.: following directions recalling information recognizing main idea appreciating format	b. the students will distinguish main ideas, supporting ideas, and supporting details (explanation or evidence)
B. CONTENT 1. Vocabulary	a. the students will verbalize their own experiences using acceptable vocabulary	a. the students will use a variety of descriptive words appropriately		a. the students will use vocabulary appropriate to the style and purpose of their speaking
			b. the students will identify a speaker's persuasive language, e.g.: propaganda advertising	b. the students will identify how the speaker's use of language affect listener response
2. Style				the students will effectively develop and express their material with regard to audience
3. Supporting Ideas		a. the students will locate and note specific sources of information	a. the students will locate and use specific sources of information appropriate to their speaking purposes to support their ideas	a. the students will accurately and appropriately utilize supporting research information without plagiarizing
		b. the students will give clear directions and explanations		

II. SPEAKING/LISTENING PROGRAM	LEARNING OUTCOMES			
	Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
4. Types of Speaking		the students will use a variety of speaking formats, e.g.: group discussion conversation brainstorming problem-solving	the students will use an appropriate format for prepared speeches	the students will identify and use a speaking format appropriate to their communication purposes, i.e.: informal group discussion conversation brainstorming problem-solving formal, e.g.: prepared speeches skits plays
C. Mechanics 1. Grammar Usage		the students will speak using correct subject/verb agreement, correct common verb forms, and correct plural forms		the students will use structurally correct sentences in prepared speeches
2. Presentation	a. the students will correctly pronounce and enunciate common words	a. the students will adjust rate and volume when speaking in both individual and group situations		
		b. the students will use voice inflections to indicate sentence types and to make ideas and feelings clear		b. the students will use the techniques appropriate to their oral presentations e.g.: body movement eye contact use of notes intonation interpretation

III

CRITICAL THINKING

III. CRITICAL THINKING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
A. Selection 1. Values	a. the students will strengthen self-image by clarifying values through group discussion stories, film	a. the students will strengthen self-image and awareness of others by clarifying values through group discussion, stories, film	a. the students will strengthen self-image and awareness of other by clarifying values through character study, literature, media	a. the students will use concepts from literature for interpreting their needs and values
			b. the students will know the value of discussing with others material read	b. the students will know the value of various speaking, listening, reading, and writing techniques
		c. the students will select with guidance appropriate reading material and fulfill their needs and purposes, e.g.: information recreation	c. the students will develop criteria for selecting certain kinds of reading material	c. the students will independently select appropriate reading material to fulfill their needs and purposes, e.g.: diversion information reinforcement philosophic or aesthetic pleasure
				d. the students will know that a rational and informed response requires accurate knowledge of the situation and clarification of the values one brings to the situation
2. Research	a. the students will seek relevant sources based upon values, interests, and needs	a. the students will seek relevant sources based upon defined group and individual values, interests, and needs	a. the students will locate information that substantiates their purpose	a. the students will assemble and evaluate information in terms of relevant criteria, e.g.: validity authoritativeness completeness multiplicity of sources

CRITICAL THINKING PROGRAM	LEARNING OUTCOMES			
	Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(A. Selection) 2. Research (Cont'd.)			b. the students with guidance will formulate logical and relevant questions	b. the students will use techniques of reasoning e.g.: prioritizing questioning verifying decision-making
				c. the students will detect errors in logic, possible distortions, and questionable assumptions
				d. the students will distinguish value statements, e.g.: opinions ratings judgments descriptive or defining statements
3. Leisure Time	the students will develop a variety of interests in order to select independent reading materials	the students will read independently as a recreational activity		the students will know ways that leisure reading, writing, and viewing can expand and amplify their personal goals
B. Interpretation 1. Organization	a. the students will distinguish fact from fantasy	a. the students will distinguish fact from fiction	a. the students will distinguish fact from opinion	a. the students will distinguish between fact, inference, and value judgement
	b. the students will classify according to given general categories, e.g.: objects pictures sounds feelings	b. the students will make generalizations from specific material e.g.: "Apples, pears, and bananas are all _____ ."	b. the students will relate the general to the specific and the specific to the general, e.g.: generalize from specifics delineate specifics from general	b. the students will know the effect of relating the general to the specific and the specific to the general

CRITICAL THINKING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(B. Interpretation) 1. Organization (Cont'd)	c. the students will recognize that specific effects have logical causes	c. the students will identify a cause from given effects, e.g.: "The garden is muddy, because _____."		c. the students will identify the cause/effect relationship
	d. the students will recognize similarities and differences	d. the students will define similarities and differences	d. the students will make comparisons and contrasts	
	e. the students will recognize main ideas in a work or presentation	e. the students will recognize the sequence of main ideas in a work or presentation		
	f. the students will select from given alternatives appropriate details to support main idea	f. the students will independently locate details to support a main idea	f. the students will determine relationships of main ideas and supporting details	f. the students will use the main idea/supporting detail relationships appropriately
				g. the students will know that main ideas have a different organizations, e.g.: chronological, climactic, logical (problem/solution, cause/effect, comparison/contrast)
				h. the students will identify bias and prejudice
				i. the students will identify persuasive techniques

III. CRITICAL THINKING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(B. Interpretation) 2. Vocabulary		a. the students will identify literal and implied feelings and ideas	a. the students will distinguish between connotation and denotation of words	a. the students will recognize that a communicated message is affected by word choice figurative language connative/denotative body language
	b. the students will understand the meaning of an unknown word from its context	b. the students will explain the meaning of an unknown word from its context	b. the students will explain the meaning of a word in various contexts	
C. Synthesis 1. Predicting Outcomes	a. the students will predict an appropriate outcome given the beginning of a work or presentation	a. the students will justify their predicted outcome of a work or presentation	a. the students will sequence thoughts, ideas, and information in order to predict outcomes	
			b. the students will draw logical conclusions from varied details in a work or presentation	b. the students will seek out diverse information before drawing conclusions, e.g.: multiplicity of sources verification
2. Problem Solving	a. the students will identify group problems	a. the students will contribute to group problem solving	a. the students will explore a variety of alternatives and their consequences in solving problems	a. the students will know that listening critically and contributing meaningfully are keys to group problem solving

IV

READING

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
A. Decoding 1. Sight Vocabulary		the students will effectively use Dolch 220 Sight Vocabulary or equivalent list and develop personal sight vocabulary		
2. Phonetic Word Attack	the students will apply phonics in decoding, i.e.: beginning, middle and ending consonants blends silent letters long and short vowels diphthongs digraphs	the students will apply phonics in decoding, i.e.: schwa sound vowel variance		
3. Structural Analysis	a. the students will apply structural analysis in decoding, i.e.: rhyming words compound words plurals contractions suffixes and prefixes e.g.: able, ful, un, re, dis, sub word endings, e.g.: s, ing, er, est, ed, ly	a. the students will apply structural analysis in decoding, i.e.: root words possessives syllabication suffixes and prefixes e.g.: con, ex, mix, pro, tion, ous, ance	a. the students will recognize ways in which the addition of prefixes or suffixes may change the meaning of a word	
			b. the students will use a dictionary to identify the structure, meaning and pronunciation of a word	

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
B. Comprehension 1. Vocabulary		a. the students will use synonyms, antonyms, and homonyms to increase their reading vocabulary	a. the students will recognize slang, jargon, colloquialisms, and dialect as informal language	a. the students will identify the meanings of proverbs, and idiomatic expressions
		b. the students will identify the literal and implied meanings of words	b. the students will distinguish between connotation and denotation of words	
			c. the students will recognize multiple meanings of words	c. the students will recognize that a passage is affected by word choice, figurative language, connotation, denotation
2. 2. Organization	a. the students will organize what they read to gain meaning by distinguishing between fact and fantasy	a. the students will organize what they read to gain meaning, i.e.: distinguish between fact and fiction generalize draw conclusions	a. the students will relate what is read to reality, e.g.: distinguish between fact and opinion compare what is read to personal experiences	a. the students will relate what is read to other reading in order to generalize, verify, refute, or classify
	b. the students will classify ideas and objects by similarities and differences	b. the students will recognize similarities and differences among characters, themes, and stories	b. the students will make comparisons and contrasts among characters, themes, and plots	
	c. the students will identify the literal meaning of a story	c. the students will understand the literal and implied ideas in a passage	c. the students will use literal and implied meanings to interpret material read	c. the students are able to classify a statement as fact, inference, or value judgment

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(B. Comprehension) 2. Organization (cont'd.)		d. the students will identify causes and effects in directed reading		d. the students will identify the cause/effect relationship
	e. the students will sequence the parts of a story	e. the students will recognize the sequences of main ideas in material read	e. the students will understand relationships of main ideas and supporting details in material read	e. the students will identify the organizing principles in material read, e.g.: chronology general to specific specific to general
			f. the students will identify the writer's intent, e.g.: entertain persuade inform	f. the students will recognize that the writer's purpose is enhanced by his choice of structure and organization
3. Context	the students will gain meaning from oral and silent reading by using context, i.e.: recognize main idea reading for detail	the students will gain meaning from oral and silent reading by using context, i.e.: recognize supporting ideas	the students will understand the relationship of word order to meaning	the students will understand the relationship of sentence and passage order to meaning, e.g.: main ideas details sequence
4. Oral Reading	the students will use proper phrasing and observe punctuation in oral reading	the students will use context to read fluently, i.e.: interpret dialogue observe punctuation	the students will demonstrate knowledge of the function and purpose of punctuation by their intonation pattern when reading passages aloud	the students will read a selection with expression

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
C. Study Skills 1. Rate			a. the students will adapt their rate of reading to suit their purposes and the nature of the material e.g.: skimming scanning identifying key words	
			b. the students will increase their reading rate by extending their eye span and expanding their sight vocabulary	
2. Outlining			the students will construct an outline that accurately represents the content of their reading material	
3. Note-taking		the students will take notes which represent the main ideas in material read		the students will take notes that accurately represent the content of the material read
4. Content Areas	a. the students will use alphabetizing skills to find words and their meanings in a primary dictionary	a. the students will use dictionary guide words and entry words to locate definitions, multiple meanings, pronunciations, accents, synonyms, and antonyms	a. the students will use the dictionary pronunciation key	
			b. the students will know that the dictionary records the origin of words	b. the students will know the etymological entry of a dictionary gives a probable history of a word's meaning and spelling and the language from which it was derived

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(C. Study Skills 4. Content Areas (cont'd.)	c. the students will identify textbook components, i.e.: table of contents glossary charts title page	c. the students will use textbooks and encyclopedias, i.e.: table of contents index glossary charts diagrams tables title page		c. the students will locate and use various parts of a book to increase their comprehension skills, e.g.: introduction preface footnotes index glossary charts bibliography appendix
	d. the students will know that the card catalog is a listing of all materials in the media center	d. the students will effectively use the card catalog	d. the students will demonstrate effective use of the Reader's Guide	d. the students will use library resources appropriate to their needs, e.g.: Reader's Guide reference books card catalog
				e. the students will recognize that some writing (informational, nonfiction) is structured differently for different purposes than other kinds (literature, propaganda, and advertising) and will adjust their reading techniques accordingly
				f. the students will survey, take notes, ask questions, and summarize

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(C. Study Skills) 5. Test Taking				a. the students will know that stopping periodically to review and accurately paraphrase the material is an aid to recall and comprehension
		b. the students will follow written directions and instructions	b. the students will recall information and details from their reading	
D. Literary Development 1. Critical Analysis	a. the students will recognize author's style, i.e.: use of vocabulary expression of feeling	a. the students will recognize the effect of choice of words on the author's style		a. the students will recognize the author's use of the elements of style and their effect, e.g.: word choice sentence variety connotation
			b. the students will recognize the effects of the basic elements of fiction, i.e.: plot setting characterization theme point of view tone	b. the students will analyze the effects of the basic elements of fiction in reading material
			c. the students will identify the writer's purpose, e.g.: entertain persuade inform	c. the students will recognize that the writer's purpose is enhanced by his choice of structure and organization

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(D. Literary Development) 1. Critical Analysis (Cont'd.)			d. the students recognize the author's use of imagery and common figures of speech, i.e.: simile metaphor personification	d. the students will analyze the effects of imagery and the common figures of speech, i.e.: simile metaphor hyperbole personification alliteration onomatopoeia
				e. the students will interpret and make judgments about a work on the basis of what is found in the work itself
				f. the students will generalize an interpretation of a work
				g. the students will recognize the techniques of propaganda and persuasion
2. Types of Literature	a. the students will select books of personal interest for independent reading, e.g.: poetry plays fairy tales folk tales fables animal stories sports stories fantasies	a. the students will select a variety of forms for independent reading		a. the students will independently select the appropriate form of reading material to fulfill their needs and purposes, e.g.: diversion information reinforcement philosophic or aesthetic pleasure

III. CRITICAL THINKING PROGRAM	LEARNING OUTCOMES			
	Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
(D. Literary Development 2. Types of Literature (cont'd.)		b. the students will recognize a variety of forms of literature, e.g.: limericks haiku plays short stories biographies science fiction non-fiction autobiography folk tales myths legends fairy tales fables sports animal mystery adventure fantasy	b. the students will define reading material according to form, i.e.: fiction, e.g.: novel short story poetry play non-fiction, e.g.: biography autobiography	
			c. the students will be acquainted with a variety of literary works and their authors	c. the students will be acquainted with a wide variety of literary works, their themes, and their authors
				d. the students will be acquainted with a variety of American literary works and their themes, characters, and authors
				e. the students will recognize the relationship of Amercan literature to the historical and cultural development of America

IV. READING PROGRAM	LEARNING OUTCOMES Assessed at grade 3	Assessed at grade 6	Assessed at grade 8	Assessed at grade 12
D. Literary Development 2. Types of Literature (Cont'd.)				f. the students will make analogies between literary types and media forms, such as recognizing the satirical element in a movie and a novel
	*g. the students will recognize words in functional situations, e.g.: grocery store items billboards road signs	*g. the students will understand words in functional situations, e.g.: labels advertising instructions	*g. the students will understand written material in functional situations, e.g.: newspapers magazines common forms directions and instructions	*g. the students will purposefully read and understand written material in functional situations, e.g.: manuals laws informational materials job applications

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